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This issue features the area of peer counseling in the two main articles and a bibliography. Two programs are described -- one at the college level, and one in a high school setting. In addition, regular features include: FOCUS on Community Colleges; Innovative Programs (this time devoted to post high school employment or training placement); a review of ERIC and ERIC/CAPS publications; and a review of ERIC/CAPS conferences and other Center activities. (JM)

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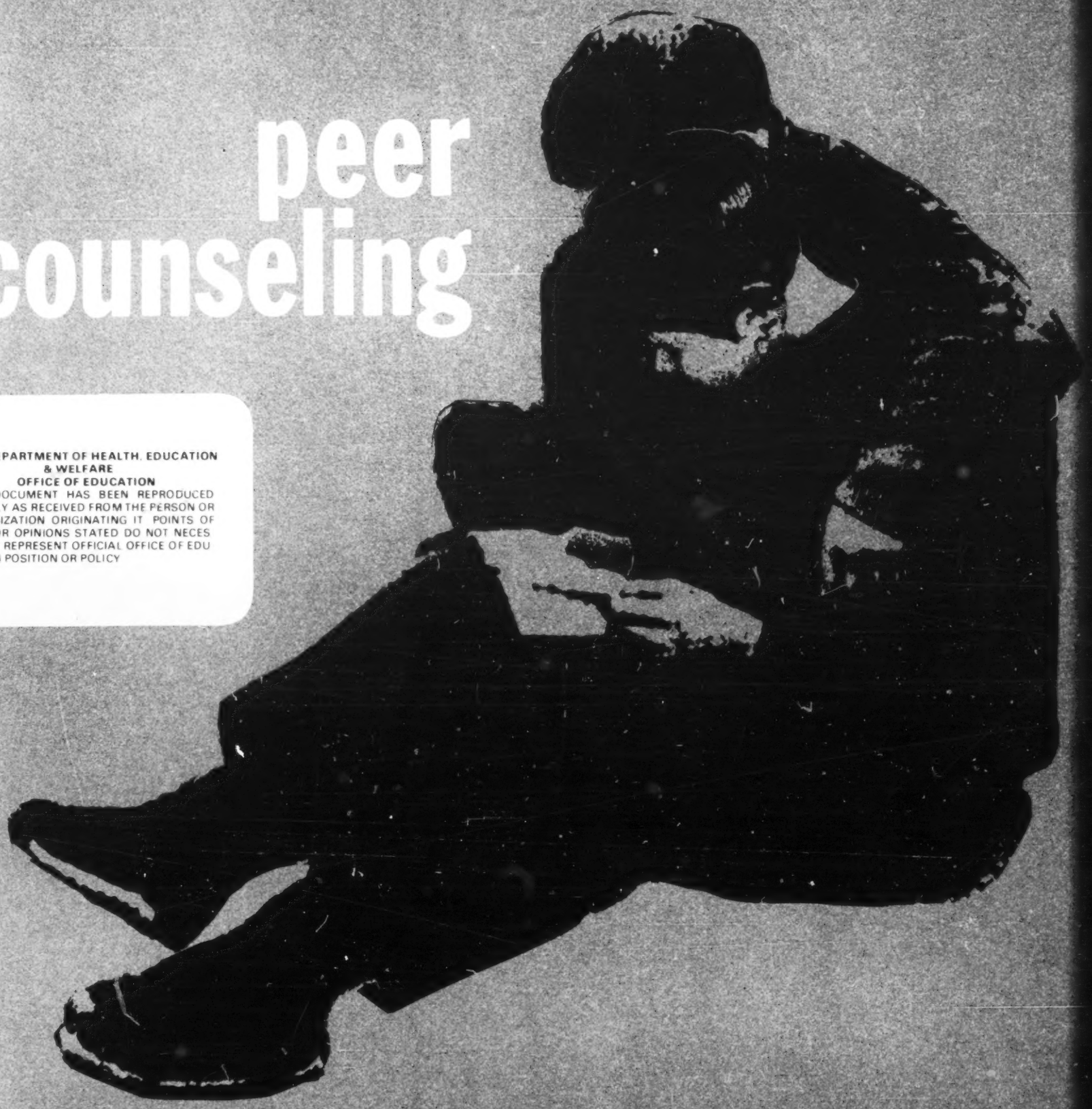

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Student Advising Office

. . . rapping encouraged

One student tells it this way. . .

I think a lot of the counselors just unconsciously don't care. I went into my guy (counselor) — in an honors counseling office — and it was like a restaurant! The guy was listening to the World Series. He said, "Sh, be quiet, wait 'till the inning's over." Then, he said, "Okay, what'll you have?" So, I gave him about five questions. He said, "Okay, fine, let me sign." I couldn't believe it! So I went across to the student counseling office. I asked the counselor there, "What about this course?" He said, "I don't know, but wait." So he called the chairman of the department and he asked him what the course was about, and I found out what I was doing. It seems like faculty counselors view their job as just signing a card.

"You go to your advisor, and you find out they don't always know the answers — there's a lot better information available from your peers"

Several students from the University of Michigan were sitting around discussing the process for getting advice on courses and curriculums at that school. A girl interjected, "They call them academic advisors'. I think that tells you better what they do. They don't counsel. They have no idea what that's all about." The discussion went on.

The subject at hand was the effectiveness of hundreds of faculty members around this and other universities who have as part of their duties the job of acting in an advisory capacity to students.

A second girl picked up the discussion. "The faculty has no counseling education — and they're not *choosing* to do it. They're appointed. It has no status. They're not rewarded for it. They're rewarded for research and teaching. So they don't want to spend a lot time advising, and they'll minimize the time they'll spend with you. If they do a lot of advising, they suffer in status, and that relates to promotions. . . They give you a very 'in and out' sort of feeling — like you don't want to take up the person's time."

As the conversation continued, they analyzed it further. Faculty counselors (academic advisors) are frequently the junior members of the faculty. For the instructor who is new to the university, the problem is simple lack of knowledge. A student will come in and ask a procedural question about his department, and unless he has taken the time to learn the procedures and to learn the department, he is going to be limited in his helpfulness. At the University of Michigan, there are two orientation meetings for new academic advisors, but they are optional. The advisor is assigned, and there is very little the student can do to get around him. *He* has to sign the student's registration. Many students don't realize that there might be an alternative for advice — another faculty member or the counseling offices. As one student put it, "Students are acclimatized to the role of a counselor as an authoritarian figure, and I think the university itself does a lot to perpetuate that."

These students, however, have done something about it. . .

"There's something you learn once you've been here awhile," said one student. "You go to your advisor, and you find out they don't always know the answers—there's a lot better information available from your peers."

Even a quick survey will indicate overwhelmingly that a lot of students have feelings similar to those expressed above — not only at large universities, but in all schools. The advisor mechanism exists, but in reality the students are frequently left to their own resources.

What these students have done is open their own counseling offices. There are two Student Advising Offices now at the University of Michigan. The first was in the College of Literature, Science and the Arts (LSA). It was started in the early spring of 1969 by three undergraduate students who saw the need. After seeing the success of the LSA office, a group of students in the School of Education decided to set up a similar office in their school. When they began, both offices submitted proposals to their respective schools, and received minimal funding to support a staff of coordinators and cover basic office and publicity expenses. In return, they are responsible — although somewhat indirectly — to a dean or executive committee.

When the offices opened up, they knew there was a need. In some ways they could define it; in other ways they just *felt* it. For years, students have gone to one another for help in choosing classes, cutting through red tape, and making other school-related decisions. Professors and courses have been scrutinized many times over by the grapevine. Not all of the information passed around is accurate, but it is shared in good faith. So the Student Advising Offices began as a place where information would be valid and also centralized. The atmosphere is a comfortable one of student-to-student relationships and a desire to help one another. In a sense, they became the "institutionalized grapevine".

Both offices are open on a walk-in basis. No appointments are necessary. Students may drop in at any time, including the noon hour, and afterhours telephone numbers are posted on the door. At a given time, there

will be from two to ten student counselors in the office. They'll talk to a student individually, or a group session may develop occasionally. A coffee pot or coke machine are available, and at times it gives the appearance of a student lounge. Bruce Astrein, one of the coordinators of the Ed School Student Advisory Office, puts it this way: "Our basic philosophy is that we are students counseling students, *not* a counselor counseling other students. We're very concerned, and very, very conscious of the peer relationship, and to facilitate this we have a very informal, flexible, non-establishment image which we try to maintain."

Each of the student counselors is a volunteer. Both offices are run by a staff of two to four coordinators. Each coordinator works 15 to 20 hours each week to set up schedules for student counselors, keep files of university materials, and counsel. They are paid and hold the position as a regular part-time job along with their studies. The student counselors are recruited mostly by spreading the word, although some are students who first came in to be counseled. Each student counselor decides on his own schedule and the number of hours he will be in the office each week. Once the schedule is set, he is expected to keep it. But it is not unusual to find the counselors there at other times as well. The schedule is maintained so the coordinators know that someone will be there at all times, and so some appointments may be made for student clients who wish to talk with someone who knows a particular area very well. A few of the volunteers receive independent study credit for the counseling they do, simply by making arrangements with an instructor to work toward that goal. Others (in the Ed School office only) are paid a minimal fifty dollars per semester (although the coordinators quickly add that this isn't really necessary).

There are no special requirements for counselors; they must simply be interested. Chip Droios, LSA Advising Office coordinator, reflected this philosphy, "We found that *desire* makes a good counselor. If they want to be a counselor and if they're interested in helping other people, they find some way, and develop some sort of expertise so they *will* be able to help someone." He tells the new counselors, "We would like you to remain autonomous, but we don't want you to give out misinformation." That is the basic qualification.

When a new counselor joins the Student Advising Office, he is expected to pick up the methods on his own. And generally, that is the way it works. In the informal atmosphere, there are no strict procedures. There are no particular human relations problems (which require special counseling techniques) because the student and the counselor are peers. They are close to the same age; the same things are going on in their world.

Basically, the kind of counseling which is done in the Student Advising Office deals with academic questions. *What are the requirements of a particular major field? What prerequisites are necessary to take this course? What is this course like? Is he a good professor? What kind of a grading system is used in that course? How do I drop a course? How do I change my major?*

Suzi Brigham, a coordinator in the Ed School office states, "Sometimes our information *is* subjective — but a lot of times, that's what the students are looking for."

Bob Nachman, a student counselor in the LSA office adds, "A great percentage of the people who come to see us come to ask about the requirements of different courses and of different instructors within the course. This type of information is almost impossible to get from faculty counselors, who rarely make value judgments. There are countless loop-holes in prerequisites and requirements which are not well known, and by and large, not accessible through faculty counselors. Knowing obscure facts about procedures often enables students to take courses they didn't think they could take, or to skip courses they thought were required."

Occasionally, a student client just wants to get some information about different areas to help him make up his

"Sometimes our information is subjective— but a lot of times, that's what the students are looking for"

mind about the curriculum he wants to be in. "That's our happiest day," says Drotos, "because we can sit down and talk to him all afternoon if need be. We talk about his interests and make a suggestion to him. (We don't *tell* anybody anything at the Office, we just try to *help*)." He continues,

> We let a counselor do his own thing. If he's just interested in *academic* counseling, that's fine. We do have counselors, however, who like to talk on a more *personal* level. They sometimes see that the pretext of a student dropping a course may be a student who is doing poorly because of troubles at home, or with his girl friends. And we have counselors who like to help in that way.
>
> Most students start by counseling for about two hours each week. By the end of the semester they're coming in about ten or 12 hours. And it's mostly by just being there that they can evolve certain patterns of behavior —pick up the norms of the group.

Both offices have tried orientation meetings, where they have brought in a resource person who can give them special information which will help them in their counseling, and information exchange meetings, where the students share their insights and knowledge with each other.

In addition, a course has been started (in the psychology department) which is open only to student counselors. The students in the course examine the issues of counseling, helping relationships, and have had sensitivity exercises. It also serves as a formalized meeting ground for some of the problems of the offices. They talk about how to deal with people who have special problems, and other sensitive counseling areas.

Other resources are available to the student counselors. The offices are equipped with the University counseling manuals, the book of standard operating procedures for the University, course outlines, and course evaluations. And if the counselor and staff don't feel capable of handling a particular student's problem, they refer him to other places — the main counseling office, the draft counseling office, the drug clinic, the psychiatric unit, or the crisis walk-in clinic.

The counselors, in short, do whatever they can to help the fellow student who walks in their door. If they don't have certain information on hand, they know where to find it, or will search until it is found. If the student wants to just talk, they have the time. If the student faces a crisis, they'll refer him to the person who is especially qualified to deal with his problem, and, if needed, help him get up the nerve to go see that person — perhaps even to walk to the clinic with him. Their great interest is to see that help is given to each person, with no limitations on effort.

In the beginning the Student Advising Offices felt they faced the problem of establishing their legitimacy. They did not want the University counselors to feel they were competing. As it has developed, their anticipated problem became an asset. They found support among faculty and administrative counselors. Secretaries have become a big ally in referring students. In fact, the coordinators feel that the Student Advising Office complements the traditional counseling services of the University, and apparently the feeling is mutual. According to Drotos, "They are very readily referring students to us for all types of counseling."

For the student counselors, the fact that they are able to help someone is their measure of success, but they are not planning to stop at this plateau. Their estimates show that they are helping in the range of 75 to 100 students each week. In a recent experiment, the LSA and Ed School Student Advising Offices — normally located across campus from each other — combined forces to set up a kind of "mobile counseling unit". Several counselors set up a table near the dining rooms of one of the dormitories, and talked to students as they went to and from dinner. In two hours, they reached approximately 200 students who stopped to talk. Most of them were just interested to know that the service exists. Others had problems which the couselors were able to help them with on the spot. The counselors were pleased with the response and the opportunity for publicity, and plan to try the experiment again.

Other plans and hopes rise to the surface in conversations with the coordinators. Suzi Brigham hopes to set up an efficient information exchange system in the Ed School Counseling Office so all counselors can share their special knowledges with each other in a written file. Chip Drotos would like to work much closer with the academic advisors and the university's orientation program. Several of them share the hope that students in other schools and colleges within the University will see their success and ask their help in setting up similar offices in other areas.

Enthusiasm is the keystone to the success of the Student Advising Offices. They feel very strongly that they are doing the right thing, and that they have an approach which is more viable than most established counselors allow themselves to have. One coordinator states it this way:

> To put it very bluntly — I don't think you can get the *honesty* anywhere else in the University that you can get in our office. Many students are discouraged because they know what they want, but aren't able to get it — they don't know how to get around the red tape. We try, in a *positive* way, to help break down the notion that you can only approach the University in one way. I guess you could say we help them to learn how to manipulate their environment.

a demonstration program

to lead one another

the natural influence of peers is used to develop and reinforce desirable behavior

This article and the demonstration program are based on the program which was implemented during the 1967-1968 school year in the Kettering Senior High School, Detroit, Michigan. The program was developed by Thelma J. Vriend and was her doctoral dissertation entitled, "Utilizing Peer Leaders in Counseling and Study Groups to Modify Academic Achievement: A Demonstration Study in an Inner-City High School". Dr. Vriend is currently a guidance consultant for the Detroit Board of Education. She was recipient of the American Personnel and Guidance Association's Research Award during the 1970 APGA Convention in New Orleans.

Counselors have observed for many years the social systems and peer influence of adolescents. They have long been aware of the unique relationships which exist at the teenage level.

To adolescents, the opinions of friends are held in the highest regard . . . especially on issues involving attitudes toward school and learning. Each student in school has friends who influence his behavior because he cares about their opinions. These friends provide recognition, approval,

support, and help. Recently, research studies have shown the adolescent lives virtually in a society of his own and the approval of his friends is a major aspect of this adolescent subculture.

In 1967, a demonstration program was used in the Detroit School System based on a plan to make use of these relationships to provide a supplementary arm to counseling and study programs. Peer influence was used as a resource in an effort to develop better ways of organizing and utilizing the resources of students and their ability to help other students to become more successful in the school setting.

In this program of peer helping among inner city high school students, selected students were trained to be leaders. The aim of the program was to develop better classroom skills, higher grades, and greater interest in vocational planning among a group of high school juniors. The incentive was provided through the use of the peer relationships—through support and reinforcement of desirable behavior.

The student population in the program was predominantly from a low socio-economic background and predominantly Negro.

Underachievement is always a concern of counselors but especially for those who counsel disadvantaged students. Poor grades and lack of self confidence are related to low achievement. In addition, adolescents who are culturally different often find special problems, since race or social class limit his identity, and, therefore, also limit his peer groups. Yet, the peer group is especially important to the disadvantaged students. The lack of success models in the inner city community and the pressures to conform to existing styles of behavior make peer approval a vital factor to the disadvantaged student. If peer leaders can be developed, they are often more effective than adults.

In the program, achieving disadvantaged students were trained as peer leaders to serve as models for fellow students, and to help them develop improved attitudes and behaviors. Since peers are especially important to the culturally different adolescent, it is especially important for them to have successful students in their circle of friends. It is also important to bring together students who share common goals for change.

Achieving peers, with their similar age levels and background, not only provide incentive, but are better equipped to be able to find the right idiom to communicate goals and methods for achieving them.

In the demonstration program, high school juniors were put together on a daily basis in study groups, guidance activities, or counseling groups. A system of peer leadership within these groups was used to provide support of a helpful nature and in a manner which was acceptable to the students.

A group of 48 students was selected to act as the demonstration group. The basis for selection was a combination of teacher recommendations, honor point averages, and standardized test scores. Since testing methods and school achievement often do not measure the full potential of students from disadvantaged backgrounds, their intelligent and creative behavior were considered above other factors.

The group consisted of 12 peer leaders and 36 others who were called student participants. The activities of the group took place during one, forty-minute period each day; the activities varied from day to day.

One day each week was devoted to a group counseling segment. On this day, four groups met with a counselor. Each group consisted of three peer leaders and nine student participants. During these sessions, the emphasis was put on achievement. Also, part of the time was used to plan activities for other sessions.

Three days each week, the groups broke up into smaller divisions—each consisted of one peer leader and three student participants. These sessions were centered on study activities, and the counselor was not present unless his help was solicited by the peer leader.

The fifth day each week was devoted to an activity which was related to guidance. For these sessions the students worked in groups of 24. Here the activities were more varied. Supplementary materials, people, and field trips provided insight into the world of work, educational and vocational planning, self evaluation, and self improvement.

Four major areas of concentrated counseling were developed in the group counseling sessions. These areas were selected because they are especially important to disadvantaged students. One area which was discussed frequently was the idea of success. All of the students were actively brought into the discussion and helped to think about their goals. They discussed the success of recent high school graduates and other people who had found a degree of success. Each person was analyzed by the group to determine what factors led to his success. Generally, the students in the demonstration group helped each other to explore the degree of realism in their own goals.

Occasionally, the discussion was centered on the members in the group who had been able to achieve some degree of success in problems which all members of the group held in common: family relationships; social adjustment; money problems; and school-related problems. These discussions contributed to the peer relationship among the students in the counseling group, and promoted it as an open-minded, helping relationship.

A third area of frequent discussion in the counseling groups was *opportunities for education and jobs*. The students worked together to explore the possibilities for

"They seemed to be using what they had learned about helping each other, and fully utilizing all resources and resource people they could find."

college applications and financial aid, availability of training programs, how to go about getting a job, and ways of adjusting the high school curriculum to give better preparation for their plans after high school.

Skills were developed through the interaction of the group. Discussions concentrated on: what study habits were; learning how to take tests; how to get information when you need it; communicating effectively with adults and peers; and some of the subtleties which influenced good grades, i.e., manners, appearance.

With help from the counselors, peer leaders developed skills which helped them encourage others to participate in the group discussions. With some practice, they were able to confront others in order to bring out a response, and also to make use of transitional conversation to bring the discussion to bear on those in the group who were reluctant to speak without encouragement.

The following conversation, taken from a tape of one of the group counseling sessions, points up the interaction of the students, the peer leaders, and the counselor. It is not necessarily typical of the sessions, but does point up the occasional depth of conversation and thinking which came about in these sessions.

First Student: Let's talk about from slave to master.

Second Student: We talked about prejudice and race last time.

First Student: I don't mean that! Who knows what I mean?

Peer Leader A: Go ahead and tell us because you may mean anything.

Peer Leader B: Yeah!

First Student: Well, you know the other day Mrs.___ said something when I made a smart remark that I've been thinking about. She said that if I wasn't careful that I'd discover that I had a mind and could think. Well, I call that from slave to master because when you think better than the other guy you become the master, and I like being the master!

Third Student: I guess you're right because everytime I've been in trouble it was because I didn't think ahead.

Peer Leader C: I know you manage to stay in trouble, D_____, but I don't know what you mean now.

Third Student: Well, you know like in a class or something, when you say something that makes the teacher angry or start an argument with another boy.

Peer Leader B: Or like we were talking about the other day—if you're out with a group and they start drinking or something. If you haven't thought ahead of time what to do, you may just go along and get in trouble.

First Student: Well, I guess that's part of it too, but I was thinking mainly about what you learn—like when you read and you kind of quarrel with the author's ideas.

Fourth Student: Year, but what's the point in that? I just want the answers to the questions, man. I don't care whether I believe them or not.

First Student: But think, T_____, like that's why I like debating because you think and learn facts and use them in a different way and chop the other fellow right down!

Fifth Student: But what good are they after the debate?

First Student: They're in my head. Right there. (Points to head) I know them and that makes me strong. Nobody can change that!

Counselor: S_____, are you saying then, that the ability to use ideas is a kind of power in itself, and that what you learn is never wasted?

Fifth Student: But there's enough to study without cluttering up your head with stuff you don't need.

Peer Leader A: But you need to learn more. Say, take a boring class and if you . . .

Second Student: (interrupting) . . . like chemistry.

Sixth Student: No, you take chemistry, I don't want it.

Peer Leader A: Well, take any boring subject, if you make yourself really think and get involved when you study then it's not so boring because you're learning something.

★ ★ ★

Two frequent themes in the discussions related to getting along with people—teachers, parents and peers, and moral issues—smoking, drinking, sex. In some cases, the most significant discovery in the conversations was that the students did not need to be resigned to fate—they discovered that they were in a position to make decisions regarding what was right for themselves.

The fear of not being able to succeed was often apparent in the discussions of the group. Often this was related to indecisiveness about goals, and doubt about what it takes to succeed. In such discussions, all of the students pitched in to discuss openly each other's concerns. There was a semi-professional dignity to the conversations which helped the students to talk freely without being attacked by the others. The following discussion, which is mainly concerned with career selection, illustrates the interplay of the students:

First Student: I'd like to get some help with a problem I have.

Peer Leader A: Okay, let's talk about Sue's problem.

Second Student: Sue always has problems. She's got to start doing something about her own problems.

Counselor: Are you saying you'd rather discuss something else today?

Second Student: Naw, I don't mind talking about Sue, I guess. What about the rest of you? (Silence)

First Student: Okay, I'll go ahead then. You see I've always wanted to be a doctor or a registered nurse, and it seems as though I've gotten myself into so many classes and made so many bad marks that I don't know what I can be.

Second Student: But you have another year and a half. Can't you straighten yourself out and still be a nurse if you really want to?

First Student: Well, you see I've had so many problems with teachers and stuff that sometimes, I don't think I'll finish high school. Like Mr. J_____. He gave me an "E" and that really hurt me. And I made bad grades in math, and chemistry I had to drop.

Post–High School Follow–up Study
Students in the Demonstration Program
(Graduating Seniors)

DEMONSTRATION GROUP		CONTROL GROUP	
12 Peer Leaders		**12 Peer Leaders**	
Accepted to college	11	Accepted to college	6
(Received financial aid	11)	(Received financial aid	4)
Marriage	1	Armed Services	1
		Office work	5
36 Student Participants		**36 Student Participants**	
Accepted to college	23	Accepted to college	10
(Received financial aid	12)	(Received financial aid	3)
Apprenticeships	2	Apprenticeships	1
Work	10	Work	12
Married	1	Married	3
Armed Services	0	Armed Services	5
No plans	0	No plans	5

Peer Leader B: How can you be a nurse without math and science and you sure can't be a doctor.

First Student: Well, I know, but you see I really like helping people. You see, I had rheumatic fever and was in the hospital for a year when I was little. Those nurses really helped me.

Peer Leader C: Well, Sue, looks like we have to talk about your grades and classes before we can decide what you can be. But it seems to me you could do your work if you wanted to.

First Student: Well, you see I really study hard . . .

Counselor: Is that really true, Sue?

First Student: (Laughs) Well, no, not always, Mrs.____. But then teachers give you a hard time.

Peer Leader A: But that depends on you. You have to figure out what you're doing or not doing right.

First Student: Well, I must admit that I want to do so many things that I get too many and I just mess up everything. With my classes and my job, and then I have chores at home, and television shows. Some nights it's midnight before I can do my work and then I make a lot of mistakes.

Third Student: Why don't you give up the job?

Fourth Student: She probably needs the money, but she doesn't have to watch TV, and then Sue talks a lot because I see her in the halls sometimes when she could be in study hall.

First Student: Well, you know I just like people, and I want to know what's going on and exchange ideas with teachers.

The session continued with the group trying to help Sue to look at her habits and her thinking that keep her from doing better in school. They pointed out that if she is serious about her goals, she must start working toward them.

★ ★ ★

Peer leadership, however, was most effective during the three-day-a-week study groups. Here, each peer leader coordinated the plans for three others. The peer leader also made provisions for resource materials or people, and requested help from the counselor when he felt it was necessary. The peer leader reported regularly on the progress of his student participants.

Most of the time in the study groups was spent in individual efforts and each student freely made use of the peer leader and the other students to evaluate the work being done. On occasion, one student would become so excited about his project, the other students gravitated to him to discuss it or work with him. The largest amount of time, however, was spent working in subject areas which were problem areas to students. These were primarily the exact sciences—chemistry, physics, and mathematics. Other academic areas—English and social studies—received a lot of attention. The students also spent time on college information and applications, occupational information, study skills, practice testing, and other projects, i.e., drama and speech, art or music, business or vocational education.

On the academic side, peer leaders indicated that helping the less able students, helped them to improve their own performance in the more difficult subjects. In other areas, peer leaders were able to help the other students fill out applications for employment or college, compose resumes, prepare themselves for college entrance examinations, etc.

In the one-day-a-week guidance activity sessions (involving 24 students), special assemblies, outside speakers, films, field trips, and group participation activities were used to stimulate the students by supplementing the talk and study activities of the counseling groups and study groups. Peer leaders took the lead in planning these activities, drawing on the whole body of students for requests and suggestions. The field trip activities included trips to a community college, a business school, a campus-type university away from the city, and a large city university.

Generally, the demonstration group and all of its activities and relationships did not replace the need for individual counseling for students with special problems. Peer leadership and the group experience did, however, help many students to seek individual assistance from teachers and counselors.

In recounting her experience with the peer leadership program, Dr. Vriend stated recently: "they seemed to be using what they had learned about helping each oher, and fully utilizing all resources and resource people they could find. THEY LEARNED TO *USE* ALL AVAILABLE PEOPLE, THINGS, EVERYTHING. That difference can be readily seen in the variety and the number of post-school plans, especially financial aid."

IPSI is RIGHT ON !

BIBLIOGRAPHY on peer counseling

The following is a list of reference materials directly related to the area of peer counseling. If the preceding articles have stimulated your interest, we suggest that you scan these annotations to select documents which can provide further information on the topic.

AN OPERATIONAL PROPOSAL FOR A MULTIPLE ATTACK ON POVERTY INVOLVING TRAINING OF TEENAGE YOUTH AS TEACHER AIDES TO WORK WITH PRESCHOOL AND ELEMENTARY CHILDREN IN APPALACHIA (JUNE 16, 1969 to JUNE 1, 1970). Athens, Ohio: Ohio University, June 1969.

This project plans to train high school seniors from poverty homes to work as teacher aides with kindergarten and elementary school children in 10 Appalachian counties. The major thrust of the project is to motivate deprived teenagers who are enthusiastic about working with children to go to college.

Dyste, Ron. THE STUDENT COUNSELING PROGRAM: CRITICISM AND ANALYSIS. Los Angeles: Los Angeles City College, April 1969.

In the spring of 1968, Los Angeles City College inaugurated a program designed to test the efficacy of peer counseling for students from low income families of minority ethnic background. The effects of student power, salary, and idealism as motivating forces behind the program are discussed in detail, and possibilities for improving the program are included.

Flowers, Henry M., and Sinnett, E. Robert. THE THERAPEUTIC COMMUNITY IN THE REHABILITATION OF EMOTIONALLY DISTURBED COLLEGE STUDENTS, A DEMONSTRATION PROJECT. Washington, D. C.: American Psychological Association, 1967.

The Counseling Center at Kansas State University established a rehabilitative unit for the more severely disturbed students whose needs could not be met by the usual treatment system. The project was coeducational and maintained an approximately equal number of clients and student volunteers. The volunteers were largely undirected, and saw themselves as members of a group with problems to solve.

Fraleigh, Patrick W. and Buchheimer, Arnold THE USE OF PEER GROUPS IN PRACTICUM SUPERVISION. Counselor Education and Supervision, 1969,8(4), pp284-288.

Gold, Ben K. THE FALL, 1968 STUDENT COUNSELOR ASSISTANT PROGRAM: AN EVALUATION. Los Angeles: Los Angeles City College, May 1969. (ED 032 045 MF-$0.25 HC-Not available from EDRS)

The effect on the Student Counseling Assistant Program at Los Angeles City College on the persistence and scholarship of socio-economically disadvantaged students from the city's poverty area high schools is evaluated by comparing the rate of staying in college throughout one semester and the GPA's of three groups. Subjective data concerning the value of the program were obtained via questionnaires submitted to the counseled students, and to the student and professional college counselors.

Greenleaf Elizabeth A., and Others. UNDERGRADUATE STUDENTS AS MEMBERS OF THE RESIDENCE HALL STAFF. Washington, D. C.: National Association of Women Deans and Counselors, 1967.

This manual presents guidelines for colleges developing a residence hall program utilizing undergraduate students as members of the hall staff. Initially, each campus must establish its own hall objectives in relation to the needs of the total college, and must carefully select the type of staff which can meet these objectives. Because the undergraduate staff member is an effective influence on his peers, he can assume many student personnel responsibilities.

Jackson, R.E.A. DEVELOPMENT OF DORMITORY STAFF AS SUB-PROFESSIONALS. Grand Forks, N. Dak.: North Dakota University, BR-5-8274, 1966. (ED 029 461 MF-$0.25 HC-$1.45)

Kohler, M. YOUTH TUTORING YOUTH. NASSP Bulletin, 1969, 53(335), pp117-124.

Lippitt, P., Eiseman, J. W., and Lippitt, R. THE CROSS-AGE HELPING PACKAGE. Ann Arbor, Michigan: Institute for Social Research, 1969.

National Commission on Resources for Youth, Inc. ADMINISTRATOR'S MEMO: YOUTH TUTORING YOUTH. New York: NCRY, 1968. (ED 026 340 MF-$0.25 HC-$1.10)

This manual is designed for the use of administrators in implementing a Youth Tutoring Youth Program and outlines the employment of underachieving, disadvantaged 14- and 15-year-old Neighborhood Youth Corps enrollees as tutors for elementary school children.

Niedermeyer, Fred C., and Ellis, Patricia. The SWRL TUTORIAL PROGRAM: A PROGRESS REPORT. Inglewood, Calif.: Southwest Re-

gional Educational Lab, May 1969. (ED 031 451 MF-$0.25 HC-$1.00)

Fifth- and sixth-graders were trained by kindergarten teachers to tutor kindergarten pupils in reading by using highly structured practice exercises, selected by teachers for each pupil as part of the SWRL's First-Year Communication Skills Program. To measure the effectiveness of tutoring on the progress of pupils needing remedial reading instruction, postremediation performances of pupils receiving teacher-plus-tutor remedial instruction and of pupils receiving only teacher remedial instruction were compared in eight schools.

Ryan, T. A. EFFECTIVENESS OF COUNSELING IN COLLEGE RESIDENCE HALLS ON STUDENTS' STUDY BEHAVIOR. FINAL REPORT. Corvallis, Oregon: Oregon State University, BR-5-0920, May 1967. (ED 017 028 MF-$0.75 HC-$5.80)

The purposes of this study were: 1) to test effects of reinforcement counseling on students' study behavior, attitudes to college success and study, and academic achievement, and 2) to evaluate use of nonprofessionals in a planned residence hall counseling program. Significant treatment effects were not qualified by differences in sex and major field of students, or counselor differences, attitudes to counseling technique or counseling practice.

Simmons, Odine, and Others. STUDENTS IN RECRUITING AND SELECTION. Journal of the National Association of College Admissions Counselors, 1970, 14(3), pp25-27.

A panel discussion by Adine Simmons, University of Chicago, Wesley Martin, Jr., University of Wisconsin, and Robert L. Jackson, Oberlin College, focusing on use of minority college students in recruiting. Theory is that only a minority student, succeeding at a particular college, can fully relate to other minority students. Confidentiality is a considered issue, but not one to cause alarm.

Sinnett, E. Robert, and Niedenthal, Linda K. THE USE OF INDIGENOUS VOLUNTEERS IN A REHABILITATION LIVING UNIT FOR DISTURBED COLLEGE STUDENTS. RESEARCH REPORT 1. Manhattan, Kansas: Kansas State University, September 1967. (ED 015 500 MF-$0.25 HC-$1.05)

The use of indigenous volunteers in a rehabilitation living unit for disturbed college students is described. Volunteers are of both sexes and include lower- and upperclassmen with a diversity of majors. They live in a coeducational rehabilitation unit within a residence hall with a population of clients referred by counselors and the psychiatric staff. Typically, volunteers are faced with problems similar to those faced by the clients but are able to deal more successfully with them.

Sinnett, E. Robert, and Others. AN EXPERIMENTAL LIVING UNIT IN A UNIVERSITY SETTING, A NEW APPROACH TO THE REHABILITATION OF THE EMOTIONALLY DISTURBED STUDENT. (STUDIES IN STUDENT PERSONNEL WORK, RESEARCH REPORT 32). Manhattan, Kansas: Kansas State University, August, 1966. (ED 010 894 MF-$0.25 HC-$0.85)

Because typical university resources seemed inadequate for working with severely emotionally disturbed students, Kansas State University established a halfway house or therapeutic community as a preventive measure in February, 1966. A residence hall was utilized and regular residents who volunteered as project participants were instructed on coping with problems. Equal numbers of emotionally disturbed students and volunteers comprised the ten men and ten women participating.

STUDENT AIDES FOR HANDICAPPED COLLEGE STUDENTS. FINAL REPORT OF PILOT STUDY. Laurinburg, N. Car.: Saint Andrews Presbyterian College, May 1967. (ED 024 092 MF-$0.25 HC-$1.90)

This pilot study was an attempt to meet some everyday needs of handicapped students in college by assigning a student aide to each. Aides were given financial assistance or "workshops" from project funds in return for their services. Such funds, therefore, served the dual purpose of helping the aide financially, and helping handicapped students with their activities of daily living. With the use of student aides for assistance with their activities of daily living, handicapped students experienced a nearly normal college life.

Tucker, Betty Jo, and Others. ANATOMY OF A CAMPUS CRISIS CENTER. Personnel and Guidance Journal, 1970, 48(5), pp343-347.

A description of the organization and implementation of "Help Anonymous," a telephone counseling service for students in distress. Volunteers trained and supervised by professional personnel, act as staff. Three services have thus far evolved: listening, information, and referral.

Vriend. T. J. HIGH-PERFORMING INNER-CITY ADOLESCENTS ASSIST LOW-PERFORMING PEERS IN COUNSELING GROUPS. Personnel and Guidance Journal, 1969, 47(9), pp897-904.

WARD, Robert, and Hedley, Carolyn. INTERACTION ANALYSIS OF MEXICAN-AMERICAN AND NEGRO HIGH SCHOOL STUDENTS TO COLLEGE ORIENTATION. Santa Barbara, Calif.: University of California at Santa Barbara, 1968. (ED 020 537 MF-$0.25 HC-$1.00)

Non-college bound Mexican-American and Negro high school students participated in an overnight college orientation conference staffed by student volunteers to discover the nature of the interaction process between the high school and college students.

Webb, Neil J., and Grib, Thomas F. TEACHING PROCESS AS A LEARNING EXPERIENCE—THE EXPERIMENTAL USE OF STUDENT-LED DISCUSSION GROUPS. West de Pere, Wisconsin: Saint Norbert College, BR-5-0923, October 1967. (ED 019 708 MF-$0.75 HC-$5.25)

The purpose of this study was to investigate the effectiveness of small student-led discussion groups as a method of instruction. Performed were two types of studies involving over 1400 students in 42 courses—(1) comparative studies which employed control groups against more traditional instructional procedures, and (2) innovative studies which explored the many possible variations of the new approach and its combinations with other teaching methods.

Winter, William D. OUTREACH PROGRAMS: THE CHANGING RELATIONSHIPS BETWEEN COUNSELING AND CAMPUS. California: San Jose State College, 1968.

This paper describes two innovative programs inaugurated by the counseling center. The first was an educational experiment which sought to make freshman psychology courses more meaningful, as well as to increase student participation in the college environment. In the second program, the counseling center undertook to bring minority problems out into the open, and to encourage small group confrontations where participants of all races might explore their racial feelings.

Winters, W. A., and Arent, R. THE USE OF HIGH SCHOOL STUDENTS TO ENRICH AN ELEMENTARY GUIDANCE AND COUNSELING PROGRAM. Elementary School Guidance and Counseling, 1969, 3(3), pp198-205.

Wittmer, J. THE EFFECTS OF COUNSELING AND TUTORING ON THE ATTITUDES AND ACHIEVEMENT OF SEVENTH GRADE UNDERACHIEVERS. The School Counselor, 1969, 16(4), pp287-289.

After High School — What?

A Choice for Employment or Training

As part of its ongoing work, the CAPS staff regularly identifies and reviews innovative programs in the various areas of counseling and personnel work. The information is then drawn together in subject-oriented publications. In this issue of CAPS CAPSULE we are featuring a synthesis paper-bibliography which was prepared for one aspect of vocational guidance.

The following selected material is from a CAPS paper entitled, "Intensive High School Occupational Guidance Approaches for Initial Work and Technical School Placement".

(Copies of the complete paper may be obtained free of charge from the CAPS Information Center while a supply is available. After that time, copies may be ordered from the ERIC Document Reproduction Service.)

The intent of this paper is to provide information for those who are interested in strengthening vocational information programs in the elementary and secondary schools.

Who are these students?

These youth are those high school students who either enter the world of work without seeking further education or who seek technical training after high school. Because they will enter the world of work shortly after high school, it is particularly important to provide occupational guidance services for them which will insure successful job entry and subsequent growth in vocational development. While this group includes a large percentage of all high school students, two student types which have unique vocational development patterns are disadvantaged and female students. Disadvantaged students tend to see their range of vocational choice as being highly restricted. Special occupational guidance experiences should help these students develop a positive view of self and realize the potential for choice and achievement of a satisfying occupational goal. Women need special help in understanding and planning for successful work experience both before and after the child rearing years.

What are the occupational choice patterns of these youth?

The following list presents some of the findings about the current occupational choice patterns of these youth.

1. After high school non-college bound youth often approach work in a vague and unrealistic manner and many of the young people work in jobs which are different from what they would have chosen.
2. Most work in semi-skilled jobs with little opportunity for occupational role-testing, exploration of identity or broadening of important potentials. As a result, these young people tend to regress in autonomy and intellectual growth.
3. The vocational decisions of these youth are restricted by such factors as community characteristics, educational opportunity and use, level of ability and job availability.
4. Many of these young people do not have a clear and accurate view of self. Because of this, they are not aware of the vocational potentialities which are available to them.
5. Students at the ninth grade level seem to have similar occupational aspirations but do not have similar educational goals. At this age, educational expectations are conditioned by the family (level of education attained by parents). In other words, employment bound

youth may aspire to similar occupations as college bound, but they do not perceive it as being possible for them to obtain these goals.

6. Employment bound students feel that their lack of experience is a hinderance in getting a job and want help in finding a job.
7. Disadvantaged students in the elementary grades have a realistic concept of work and occupational concepts. With time, however, these children experience a deterioration in their conceptions of self and what they can become.
8. Non-college bound youth feel that their future occupation will be one which has less dignity than they are potentially capable of handling.
9. This role expectation makes them feel as if they are not real and as if their occupational choice is limited.
10. Non-college oriented students perceive the school, the counselors and personnel within the school as favoring the college-bound population.
11. Employment bound youth do not perceive parents as being especially helpful in resolving personal, educational, or vocational problems. This, coupled with their perception of the school, means that there is an absence of a "significant other" to help these students make vocational decisions.

What high school occupational guidance services are needed for these youth?

A number of guidance programs have recently been developed for these students; the following are generalizations describing the types of services needed to promote successful occupational choice and job selection for these students.

1. These youth need early vocational exploration experiences which will help them understand themselves and the world of work.
2. These youth need the opportunity to test occupational decisions. Programs should be developed which enable the student to engage in real or simulated work experience.
3. These youth need to feel that the school is interested in them. Guidance programs should help these youth gain a more positive view of themselves and should help change the prevailing school climate.
4. The total school experience of these students needs to be made more occupationally relevant. One guidance function can be to provide feed-back to other members of the school staff which can facilitate curriculum revision.
5. Other significant people in the lives of these students, i.e., parents and teachers, need to help them in their vocational decisions. Counselors can help these people better understand these students and find effective ways of helping them.
6. These students need intensive vocational counseling at the time of occupational and educational decision-making. Decisions should be based on a thorough understanding of self and the world of work.
7. Relevant, accurate information is also an important component in decision-making. Counselors should be responsible for identifying information about post-high school training opportunities and job placement opportunities relevant to the particular community in which these youth live.

8. These youth not only need help in making educational and/or occupational decisions, they also need help in actualizing these decisions. Placement services should be provided to accomplish this. These services should identify and coordinate student use of existing non-school placement services and provide additional services which are not offered by other community agencies.
9. Often occupational guidance experiences are provided by school personnel other than counselors. Since many resources are needed to provide these services, the counselor should work cooperatively with other school personnel to insure continuity in occupational guidance efforts.
10. Since the time of school personnel is limited, additional staffing is needed to provide these intensive occupational guidance services. Counselors should consider the use of supportive personnel, i.e., paraprofessionals, in such programs.
11. A major hinderance to providing occupational guidance services to these youth is the lack of understanding which counselors and other school personnel have about the characteristics of these youth and of the occupational work which they will enter. This means that a prerequisite to effective guidance programs are intensive in-service educational programs which will qualify staff to work with these young people.

New developments with significance for innovative program development.

1. Since these youth feel that choice is restricted, they need positive role models. They need the opportunity to meet and talk with people like themselves who have made successful and satisfying vocational decisions. The younger these people are, the easier it will be for the students to relate to them. An alternative to "live contact" is a library of video or audio taped models.
2. These youth need to visit work situations and understand the exact nature of various occupational roles. Recent programs illustrate that in these visits, the students should not only see the work being done, they should also talk to people doing the work to determine what training they received and exactly what they do during the working day. Students should have many such experiences so they may understand that choices are available to them. These experiences should be followed up with the opportunity to explore their meaning in a guidance situation.
3. Students need the opportunity to sample occupations through various work experiences. On-the-job experiences are one way of achieving this, however, simulated work experience is also possible.
4. Information about occupational and educational opportunities in the local setting needs to be collected and arranged for use by students. Computer technology can contribute to the retrieval and use of such information.
5. A major problem in the use of information with these students is making it motivating and usable for them. New multi-media approaches are being developed to overcome these problems.
6. Recently decision-making has been defined as a learnable skill. This means that it is possible to develop curricula which teach students decision-making skills.
7. In order to help these students with future planning, it is necessary to understand more fully the transition from education to work. Follow-up data on the experiences of past students can provide useful information for those students currently making decisions.
8. Placement services are needed to actualize occupation and educational decisions. A number of new models for the placement function have recently been developed.
9. The careers course has been a part of the curriculum for some time. Such courses serve a useful function. Several such courses have been developed recently which derive objectives from vocational development theory.
10. Several programs have stressed the importance of in-service education for counselors and other school personnel to help them understand these youth and provide more effective services.
11. To provide the intensive help which is needed by these youth, several programs have identified functions which can be performed by paraprofessionals and have developed training programs for them.

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The following bibliography is presented to identify materials which described innovative programs and practices developed to provide occupational guidance and placement services for these youth. Although they probably cannot be duplicated in other settings, they do suggest effective procedures and provide guidance for program development. Once the goals of the program have been established, these materials can provide assistance in designing programs which will implement these

goals. (Ordering information on the following papers is given inside the back cover.)

Anderson, C. M. PROJECT 13. Minneapolis, Minn: Minneapolis Public Schools, 1966. (ED 010 779 MF-$0.25 HC-$0.75)

A program in low-income areas in Minneapolis provided the services of high school counselors to graduates and dropouts.

Barbula, P.M., and Isaac, S. W. CAREER SIMULATION FOR ADOLESCENT PUPILS. FINAL REPORT. BR-6-8744. San Diego, Calif.: San Diego County Dept. of Education, 1967. (ED 016 268 MF-$0.25 HC-$2.50)

The purpose of this study was to assess student acquisition of knowledge about vocations after participation in career simulation game and to determine attitudinal change toward vocational concepts.

Circle, D. F. THE CAREER INFORMATION SERVICE. A GUIDE TO ITS DEVELOPMENT AND USE. Newton, Mass.: Newton Public Schools, 1968. (ED 021 300 MF-$1.75 HC-$20.90)

The Career Information Project attempted to develop improved procedures for acquiring, processing and disseminating career information. The Follow-up Program designed and implemented a system for conducting comprehensive follow-up studies of Newton students. A third project developed a job placement service for Newton secondary-school students.

A DEMONSTRATION SYSTEM OF OCCUPATIONAL INFORMATION FOR CAREER GUIDANCE. FINAL REPORT. Albany, N.Y.: State University of New York, 1968. (ED 024 838 M-$0.50 HC-$6.00)

The purpose of this project was to test the effectiveness of a cooperative arrangement between the New York State Education Department and the New York State Employment Service undertaken to produce and disseminate up-to-date information about local entry occupations for use in the career guidance of students.

Greenfield, R. AN EXPERIMENTAL AND DEMONSTRATION MANPOWER PROGRAM FOR DISADVANTAGED YOUTHS. FINAL REPORT. New York: New York City Board of Education, 1966. (ED 019 518 MF-$0.75 HC-$7.25)

The Job Counseling Center initiated an experimental and demonstration program to test the hypothesis that an urban school could provide a manpower training program to out-of-school unemployed, and disadvantaged youth.

Hoyt, K. B. THE SPECIALTY ORIENTED STUDENT RESEARCH PROGRAM: A FIVE YEAR REPORT. The Vocational Guidance Quarterly, 1968, 16(3), pp169-176.

The program is aimed at the collection, analysis, and dissemination of new knowledge to allow counselors to perform better the guidance function with students headed toward trade, technical or business school settings after high school.

Krumboltz, J. D. VOCATIONAL PROBLEM-SOLVING EXPERIENCES FOR STIMULATING CAREER EXPLORATION AND INTEREST. FINAL REPORT. BR-5-0070. Stanford, Calif.: Stanford University, 1967. (ED 015 517 MF-$2.25 HC-$30.20)

To motivate interest in career exploration, five sets of job simulation materials were developed and tested for accounting, x-ray technology, medical laboratory technology, sales, and banking.

Martin, A. M. A MULTIMEDIA APPROACH TO COMMUNICATING OCCUPATIONAL INFORMATION TO NON-COLLEGE YOUTH. INTERIM TECHNICAL REPORT. BR-5-0162. Pittsburgh, Pa.: Pittsburgh University, 1967. (ED 017 005 MF-$1.00 HC-$13.10)

This project's primary concern has been the design of new types of guidance materials and new instructional approaches centering upon educational-vocational aspirations, particularly the non-college bound and culturally disadvantaged.

Miller, C. H. A PILOT PROJECT FOR VOCATIONAL GUIDANCE IN ECONOMICALLY UNDERDEVELOPED AREAS. BR-5-0114. Springfield, Ill.: Illinois State Office of the Superintendent of Public Instruction, 1968. (ED 026 527 MF-$0.25 HC-$2.50)

The purpose of this project was to establish a demonstration program to provide guidance services for: (1) non-college and high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of high school.

Mullen, M. J. A VOLUNTEER PROGRAM IN VOCATIONAL INFORMATION AND CAREER GUIDANCE FOR SECONDARY SCHOOLS, A HANDBOOK. Redwood City, Calif.: Sequoia Union High School, 1968. (ED 024 809 MF-$0.75 HC-$2.40)

Presented as a record of volunteer activities, this handbook is intended for the use of school administrators, teachers, and/or counselors who may wish to use volunteers in a school-community, career-guidance program.

PROJECT PIT: A SUMMER INDUSTRIAL WORK EXPERIENCE AND OCCUPATIONAL GUIDANCE PROGRAM. Detroit, Mich.: Wayne State University, 1967. (ED 024 755 MF-$0.25 HC-$1.85)

A pilot and demonstration program of industrial training for Detroit's inner-city youth, its major aims were: (1) to provide youth with occupational information and guidance; (2) to help youth see the need for a good education; (3) to provide these youth with financial means to return to school; and (4) to make useful goods for non-profit organizations.

STUDIES IN SUCCESS: A PROMISING APPROACH TO THE VOCATIONAL GUIDANCE OF AVERAGE HIGH SCHOOL STUDENTS. Groesmont, Calif.: Groesmont Union High School District, 1964. (ED 010 703 MF-$0.75 HC-$6.50)

This program is designed to create a positive attitude on the part of the student toward formal education, the world of work, and the means for succeeding in one's vocation through experiences which will provide a positive and realistic self-concept in reality testing situations. A complete unit of study for use in the classroom is presented.

TEACHER'S GUIDE TO: SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION (SUTOE). Salem, Oreg.: Oregon State Dept. of Education, 1968. (ED 024 965 MF-$1.00 HC-$10.00)

SUTOE is a one year course designed to assist ninth graders with educational and career planning. Contained are both learning objectives and learning experiences.

Whitfield, E. A., and Hoover, R. REGIONAL CENTER FOR COLLECTION, SYNTHESIS AND DISSEMINATION OF CAREER INFORMATION FOR USE BY SCHOOLS OF SAN DIEGO COUNTY. BR-6-1620. San Diego, Calif.: San Diego County Dept. of Education, 1967. (ED 015 513 MF-$0.75 HC-$8.75)

Activities of the Career Information Center during the 1966-67 year have shown that: (1) A summer workshop for counselors which provides instruction in vocational guidance and experience in entry level occupations is valuable; (2) Positive community reaction to the View Project and to a summer workshop exists, and (3) Vocational training provided by the junior colleges is perceived by the students as necessary and valuable in their chosen career.

Wilson, E. H. A TASK ORIENTED COURSE IN DECISION-MAKING. Cambridge, Mass.: Harvard University, 1967. (ED 014 119 MF-$0.75 HC-$9.10)

A course in decision-making, built around the Tiedeman-O'Hara paradigm, was taught at the junior high level to test materials.

Yunker, J. A. PRE-HIGH SCHOOL VOCATIONAL GROUP GUIDANCE FOR POTENTIAL DROPOUTS AND NON-COLLEGE-BOUND STUDENTS. Tracy, Calif.: Tracy Elementary School District, 1967. (ED 012 944 MF-$0.25 HC-$2.05)

FOCUS ON COMMUNITY COLLEGES

by Ralph W. Banfield

Something to remember . . .

A complete guidance program in a community college provides vocational, educational, and personal counseling; assists the student in the selection and pursuit of a life work compatible to his interests, aptitudes, and abilities; *and* articulates a program of community services in cooperation with educational, recreational, and other community facilities which meet the cultural, educational, and vocational needs of interested persons living in the community.

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A New Role— International !

At a recent conference, Cliff Sjogren, Assistant Director of Admissions at the University of Michigan, projected,

Community colleges will be asked to assume major responsibilities in international educational exchange. The technical offerings of two-year institutions are quite compatible with manpower development needs of most nations of the world.

The willingness of community colleges to accommodate international students can also serve campus social and educational interests. The introduction of different life styles in traditionally homogeneous environments increases the probability of having student populations with flexible attitudes and expanded insights into a variety of diverse cultures.

Sjogren is a strong advocate of cooperation with countries interested in sending students to the United States. He further advocated the need for counselors to know about The National Association for Foreign Student Affairs Field Service Program. The following is an explanation of the functions and purpose of the Association:

(1) **Campus consultations** - ***Experienced generalists, and specialists in selection and admission, teaching English as a foreign language, and community programs are available for one- and two-day consultations. The visit is summarized by a confidential report of recommendations.***

(2) **In-service training grants** - ***Members of staffs involved in any aspect of work with foreign students are eligible for grants which make it possible for them to visit other institutions to confer with their colleagues.***

(3) **Publications** - ***The* Guidelines *publications project is making it possible for persons in the field to have easy access to essential background and practical information in eight areas of concern. (A set has been sent to all schools enrolling foreign students.)***

(4) **Workshops and seminars** - ***Several one-day workshops are annually conducted in the various aspects of foreign student programming. Travel grants and per diem are available for these activities.***

For further information, write to: Mrs. Charles N. Bang, Director, NAFSA Field Service Program, 1010 Euclid Ave., Cleveland, Ohio 44115.

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Here is a calendar of special training programs for student personnel work in junior/community colleges:

At California State College, Los Angeles -

October 19 - November 6, 1970 - Para-Professional Training for Junior College Student Personnel Programs

February 8 - February 26, 1971 - Vocational Placement and Financial Aid Programs in the Junior College

June 14 - July 2, 1971 - Organizing Student Personnel Programs in Developing Junior Colleges.

For information, contact:

Dr. Edmond C. Hallberg
California State College, Los Angeles
5151 State College Drive
Los Angeles, California 90032

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The following papers are in the process of publication with the American Association of Junior Colleges (AAJC). They were prepared by subcommittees of the AAJC Commission on Student Personnel. The position papers represent work in the following areas:

1. ***The subcommittee which dealt with the* revitalization of student governments *was chaired by Karl Drexel, Superintendent, Contra Costa Junior College District, Martinez, California. The position paper was prepared by William Deegan, a member of the California Junior College Association staff.***
2. ***Terry O'Banion chaired the subcommittee dealing with* "Student Personnel Services —An Emerging Model".
3. ***Ernest Berg, President of the College of Alemeda, Alemeda, California, chairs the subcommittee dealing with* the role and responsibility of student personnel workers in education of the urban disadvantaged.
4. ***Burkette Raper, President, Mount Olive College, Mount Olive, North Carolina, and new chairman of the AAJC Commission on Student Personnel, is chairing the subcommittee dealing with* the implementation of student rights, freedoms and responsibilities.**

***Watch for publication information here, and in the* Junior College Journal.**

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The Office of Education has approved a total of 88 institutes, short-term training programs, and special projects submitted under Part E of the Education Professions Development Act (EPDA) to meet critical shortages of higher education personnel and to improve the qualifications of college and university teachers and other personnel.

Over 50 percent of the funds awarded will support programs to train only junior college personnel. We'd like to bring the following two programs to your attention:

In Florida -

Community/Junior College Student Personnel Workers in Use of Tests. Director, John Losak, Miami-Dade Junior College, Miami, Fla. 33167.

In Oregon -

Institute for Junior College Teachers, Student Personnel Specialists and Administrators in the West. Director, Lester Beals, Oregon State University, School of Education, Room 208, Corvallis, Oreg. 97331.

ERIC CAPS PRODUCTS

IPSI Enters Second Year of Publication

CAPS comprehensive index to the literature of the personnel services field, the Integrated Personnel Services Index (IPSI), has entered its second year of publication. Volume 2, Number 1 was mailed to subscribers in mid-May. Additional copies are available for individual purchase, or on a new subscription basis from the CAPS Center. The cost is $4.95 for a single copy, and $9.00 for a one-year subscription to the semi-annual publication.

IPSI is an index of materials drawn from various sources and combined in subject and author indexes. The main entry section contains annotations. This issue of IPSI contains 1500 entries taken from various sources—ERIC documents, doctoral dissertations, journal articles and books. Because of this extensive coverage, IPSI is a valuable one-stop search tool for researchers and practitioners in the personnel services fields.

Copies of the first two issues of IPSI are still available (Volume 1, Numbers 1 and 2). To order, either current or back issues, fill out the form below.

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Micrograph Series On Disadvantaged Now Complete

One of the previously announced series in ERIC/CAPS popular PERSONNEL SERVICES REVIEW series is now available as a complete set from the CAPS Center. The synthesis papers, called **micrographs** are designed to help those who are involved in developing new programs and practices increase their awareness of current program ideas which are under development elsewhere and understanding of how similar programs might be implemented in their own settings.

Each of the PERSONNEL SERVICES REVIEWS provides a description of a specific practice or program element, identifies applications which have been developed by others in the field, and suggests procedures for implementation in local settings.

The completed series is: **Series 2, "Perspectives on Training the Disadvantaged — The Hard-to-Employ".** These micrographs are still available in limited quantities for free distribution from CAPS Information Center.

The individual papers in the series are:

The Hard-to-Employ — Who Are They?
(CG 400 006)

Recruiting the Hard-to-Employ
(CG 400 007)

Approaches to Selection and Hiring
(CG 400 008)

Designing a Prevocational Training Program for the Hard-to-Employ
(CG 400 012)

Retention of the Hard-to-Employ
(CG 400 018)

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Supplies of the micrographs announced in the Winter issue of CAPS CAPSULE are now gone. These papers, however, will be available in the future from the ERIC Document Reproduction Service (see inside the back cover for ordering instructions). The titles, prices and ED (ordering) numbers are given below:

Series 1

INNOVATIONS IN THE TRAINING AND SUPERVISION OF COUNSELORS

Simulation Gaming (ED 036 671 MF-$0.25 HC-$0.60)
Micro-Counseling (ED 036 672 MF-$0.25 HC-$0.65)
Co-Counseling (ED 036 673 MF-$0.25 HC-$0.55)

Series 3

HUMAN RESOURCES IN THE GUIDANCE PROGRAMS

Family Counseling (ED 036 674 MF-$0.25 HC-$0.75)
Students in Helping Roles (ED 036 675 MF-$0.25 HC-$0.60)

Watch for announcement of further issues in this series in the Fall CAPS CAPSULE.

EXPERIMENTAL PUBLICATION

CAPS Initiates Directory Of Personnel Workers

The CAPS staff has resumed work on our experimental publication, **Register to Improve Communicative Habits.** It is hoped that RICH will provide a directory of researchers and practitioners who are interested in the exchange of ideas and materials with others who are working in the same area of the counseling and personnel services fields.

To date, we have received approximately 500 responses to our original questionnaire, and we have started to compile the information.

When published, RICH will have an alphabetical listing of names of personnel workers who are interested in exchanging new information with one another. It will also contain an extensive indexing system by activity areas.

Target date for completion and publication of the directory is Fall, 1970.

ERIC SEARCHES TO BE COMPUTERIZED

SOFTWARE PACKAGE AVAILABLE

In February 1970, ERIC announced the availability and use of the QUERY searching and retrieval software package purchased from the Computer Resources Corporation of McLean, Virginia for installation at selected locations with approval of the U. S. Office of Education. Requests for installation will be considered from the following:

- ERIC clearinghouses
- Regional education laboratories
- Educational research and development centers
- OE regional offices
- Any HEW library and dissemination activity
- Any state and/or local educational agency

QUERY is an information retrieval system which enables the user to search the ERIC magnetic tape file. The IBM 360 model of QUERY, a proprietary search system developed by CRC, is available for IBM models 30 and up, with a minimum equipment requirement of 32K core with 2 tape drives, a card reader, and a printer.

Although it is likely that this service will be available to you from the CAPS Center, you may wish to consider the system for your own office or agency if you qualify under the above breakdown. For a Special Announcement giving the details of the system, contact Mr. James Eller, U. S. Office of Education, ERIC, Room 3008, 400 Maryland Avenue SW, Washington, D. C. 20202.

CAPS NVGA MONOGRAPH

The National Vocational Guidance Association recently announced the publication of a monograph, **Career Guidance Practices in School and Community.** The monograph was commissioned by ERIC/CAPS and was written by Lorraine S. Hansen of the University of Minnesota. Henry Borow and Wesley Tennyson, also of the University of Minnesota, were consultants to the publication.

The monograph is 200 pages long and contains both primary and supplementary reference lists, and a subject index. It surveys existing full vocational guidance research and practice, and synthesizes the results of the survey with the hope of stimulating new vocational guidance practices. It outlines courses, lists objectives, and provides other information useful in developing or implementing a workable program.

The monograph is available from: APGA Publications Sales, 1607 New Hampshire Avenue N.W., Washington, D. C. 20009. The cost of the monograph is $3.95 for a single copy, 10 percent discount on more than one copy. (Cash, check, or money order, U. S. currency only.)

Other recently-announced APGA publications include the following:

Elementary School Guidance: Conceptual Beginnings and Initial Approaches. Harold F. Cottingham, Editor. Eleven articles selected from journals of APGA and its divisions provide historical perspective and analysis of current approaches to elementary school guidance. (44 pp., $3.00)

Faculty Advising in Colleges and Universities. Melvene D. Hardee. Anticipating that the next battles over student participation may be fought in academic departments, the author suggests that faculty advising offers an opportunity for cooperation between advisor and student that can produce a restructuring of the system. (44 pp., $2.50)

Pre-Service and In-Service Preparation of School Counselors for Educational Guidance. Stanley H. Cramer, Editor. This monograph, prepared by the ACES-ASCA Committee on Preparation for Pre-College Guidance and Counseling, reports school counselor attitudes toward their own preparation and non-collegiate post-high school education, with suggestions for implementing more effective counselor training and an annotated bibliography. (68pp., Single copy, $2.00, Multiple copies, $1.50)

Current Resources Series Documents Still Available

The following documents in CAPS Current Resources Series (CRS) are still available free from the CAPS Center in limited numbers. Each of the CRS Indexes announces major information resources such as ERIC materials, journal articles, books, and dissertations which are relevant to a particular special interest area.

ED 017 036 THE USE OF INFORMATION IN PERSONNEL SERVICES

ED 017 038 PUPIL PERSONNEL SERVICES

ED 025 825 STUDENT BEHAVIOR AND CLIMATE

In addition the remainder of the bibliographies in the series are available through the ERIC Document Reproduction Service (EDRS). They are:

ED 017 037 SMALL GROUP WORK AND GROUP DYNAMICS MF-$0.50 HC-$5.05

ED 021 305 DECISION MAKING MF-$0.50 HC-$3.05

ED 021 306 PROFESSIONAL SPECIALTIES IN PUPIL PERSONNEL SERVICES MF-$0.50 HC-$3.25

ED 023 146 ELEMENTARY SCHOOL COUNSELING AND GUIDANCE MF-$0.75 HC-$8.45

ED 025 815 HELPING PROCEDURES FOR USE WITH THE DISADVANTAGED MF-$0.75 HC-$3.10

MF stands for microfiche copy price, HC is hard copy price. To order, see EDRS ordering instructions inside the back cover.

CENTRAL ERIC PUBLICATIONS

NEWLY AVAILABLE

The RIE Annual Index (January-December 1969) $6.25 (Order by title). This collection cites 10,453 reports.

The CIJE Semi-Annual Cumulation (Volume 1 — January - June 1969) $12.50 (Order by title). This cumulation includes 5,056 journal article citations.

Manpower Research Inventory for Fiscal Year 1968, (OE-12036-68), $1.75. This is the second volume in an annual series to provide information on manpower research supported by various Federal agencies. Resumes and indexes are provided for about 280 reports completed during the fiscal year ending June 30, 1968.

• • •

RECAP

Revised ERIC Thesaurus (OE-12031-69), $3.25. The new Thesaurus contains 6,251 descriptors used for indexing documents through May 1969. This publication is most useful in providing a thorough rundown of the descriptors which identify your area of search in the Research in Education and Current Index to Journals in Education publications.

Directory of Educational Information Centers (OE-12042), $1.25. Lists nearly 400 information centers offering services to educators in communities throughout the U. S.

Research in Education 1967 Annual Index Reports, $3.25 (Order by title).

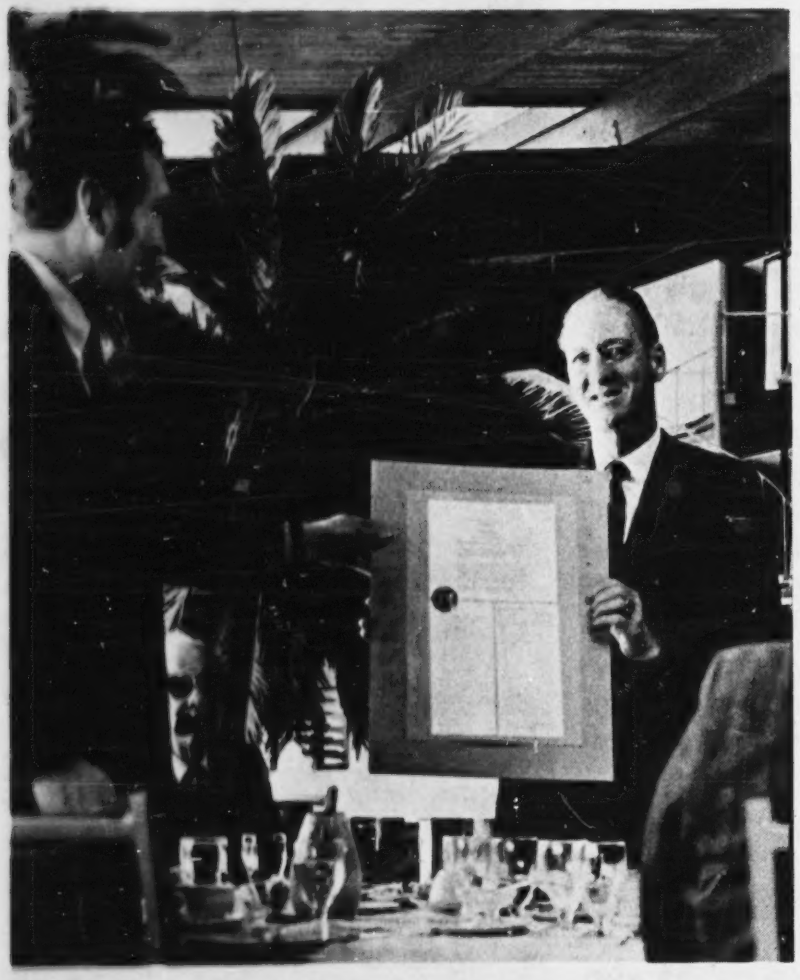
Research in Education 1967 Annual Index Projects, $1.50 (Order by title).

Research in Education Annual Index Reports, January-December 1968, $3.25 (Order by title).

Pacesetters in Innovation (Cumulative Issue, Fiscal Years 1966-1969), $5.00 (OE-20102-69). This collection reports on all ESEA Title III projects in operation as of February 1969.

CAPS CENTER ACTIVITIES

CONFERENCES

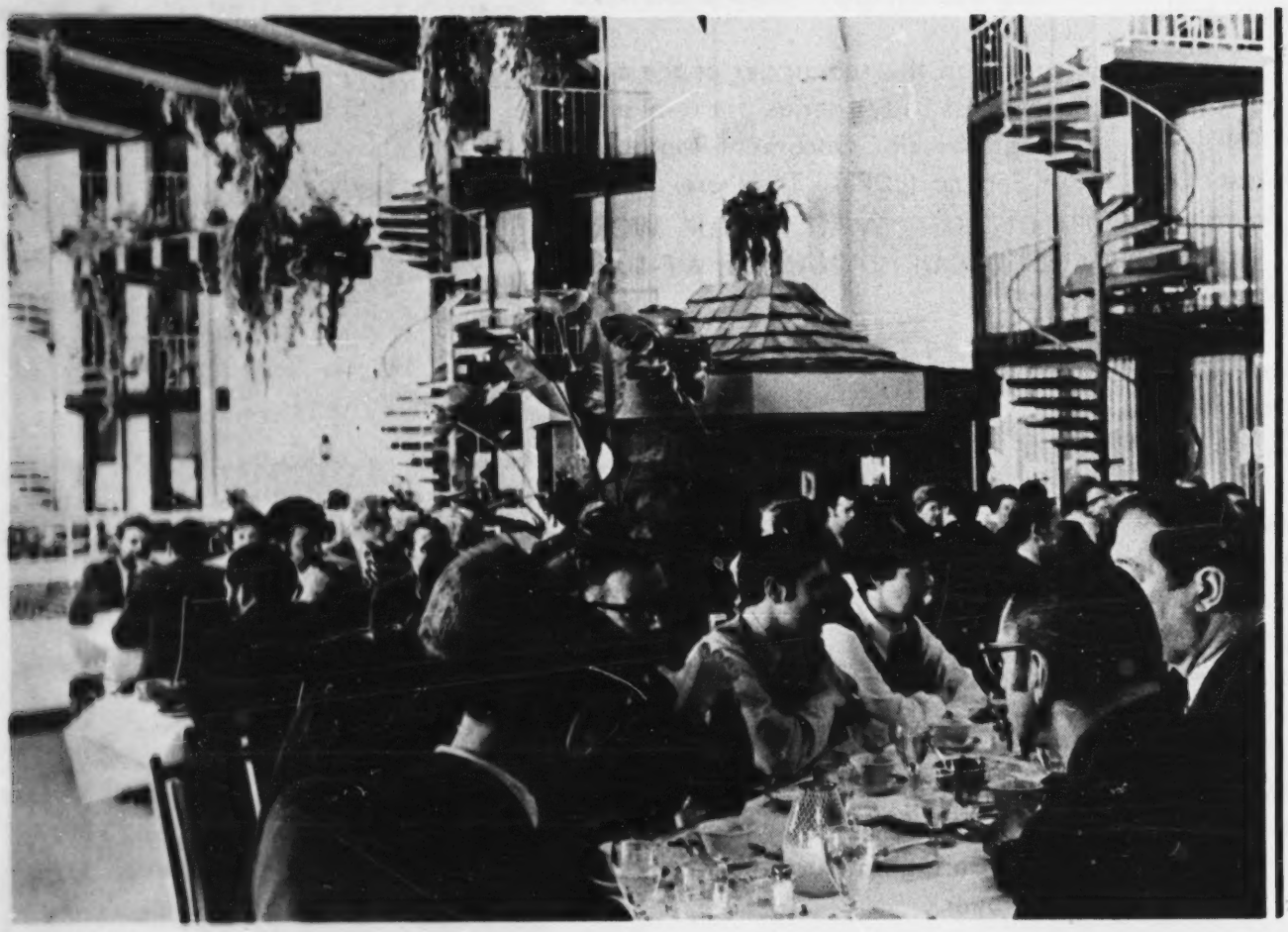


IMAGES OF GUIDANCE

FOR THE SEVENTIES

January 18-20, 1970

Special guest at our first conference of the 70's was Dr. Willis E. Dugan, Executive Director of APGA, shown at left with CAPS Director, Garry Walz. Below, mealtimes were not exempt from thoughtful discussion as professionals from Michigan and the surrounding area gathered for a two-and-one-half day, "breakfast to bedtime" development laboratory.



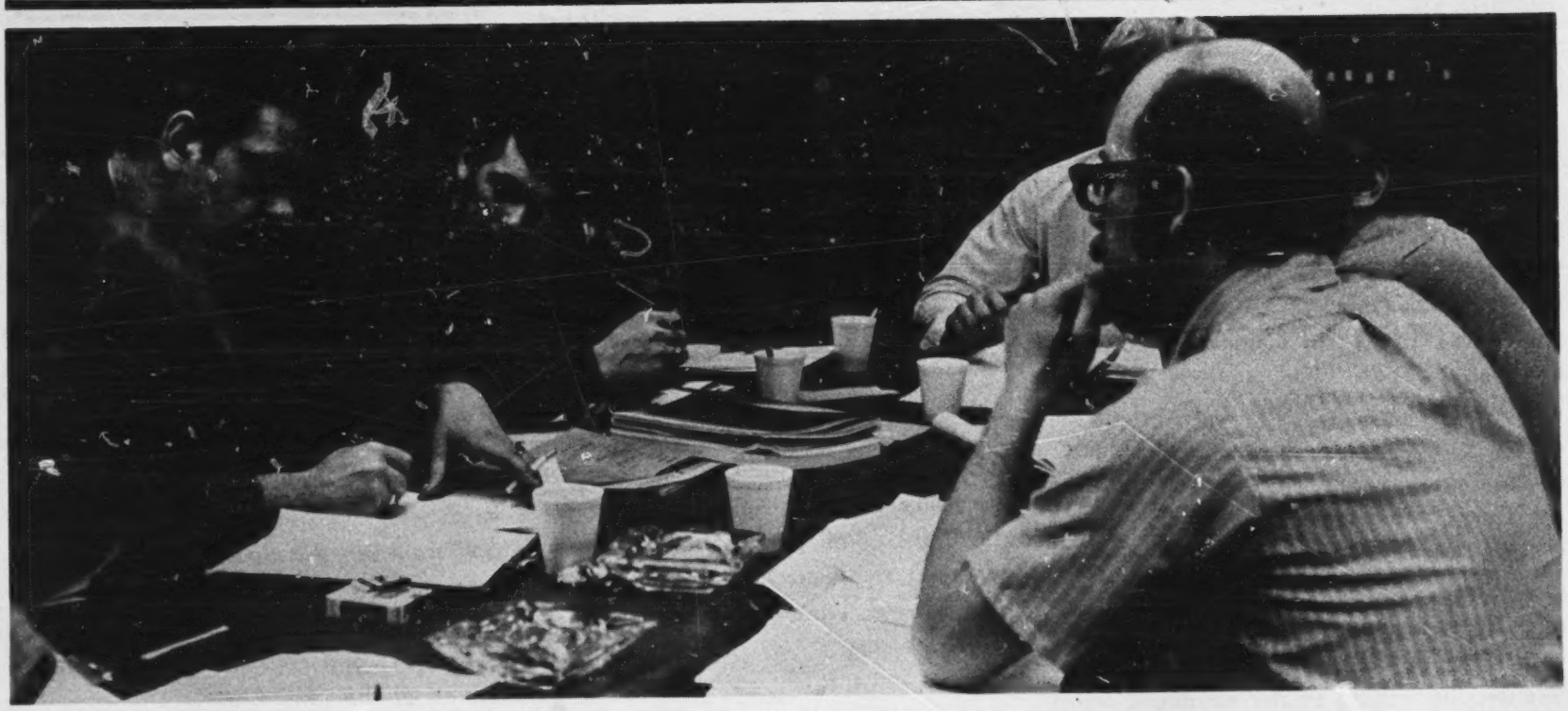
NASPA Midwest Regional Conference on GOVERNANCE AND STUDENT BEHAVIOR February 22-24, 1970

CAPS co-sponsored this conference. At right, during a role-playing session, personnel workers take on a Board of Regents work session.

GPO 818–400–3

STRATEGIES FOR GUIDANCE FOR THE DISADVANTAGED
January 28 and 29, 1970

Active hands, and intensive looks were evident for two days during this invitational conference co-sponsored with the ERIC Clearinghouse on the Urban Disadvantaged. The discussions centered on setting the goals for counselor education programs in preparation of personnel to work with the disadvantaged in all situations.



Joint Project Will Produce Vocational Guidance Handbook

The Center for Vocational Education at The Ohio State University and CAPS are collaborating on the development of a handbook of vocational guidance methods. This project was initiated in December of 1969 and will be completed in about a year and a half. It is funded under a contract from the Vocational and Technical Research and Development Center at OSU. The major investigators are Robert Campbell of the Center for Vocational Education (co-coordinator), Juliet Miller (co-coordinator), Edward Dworkin, and Garry Walz of the CAPS staff.

The major objective of this project is to develop a handbook of vocational guidance methods which: 1) describes vocational guidance methods now in use or under development; 2) organizes these methods according to such criteria as developmental stages, problem areas, etc.; 3) describes total actual applications of these methods; 4) evaluates (when possible) the effectiveness of these methods; 5) gives information needed to implement the use of these methods; and 6) identifies problems for which vocational guidance methods are not available and suggests new potentially useful methods when possible.

Work on the project to date has involved an extensive search for methods which are currently being used in vocational guidance programs. During the APGA Convention in New Orleans, the project staff was pleased to have the opportunity to meet with a number of people involved in vocational guidance activities to seek their reactions and suggestions to the handbook design. The methods which have been identified will be evaluated during a conference to be held at the CAPS Center during July. Attending this conference will be a small group of consultants who are involved in vocational guidance programs, developing new guidance methods and conducting research on vocational development. After this conference, the writing of the handbook will be initiated and will be completed in May of 1971. The handbook will not only provide information on existing methods but will also stress strategies which can be used to implement these methods in program design.

Conference Exhibits Feature ERIC/CAPS

ERIC/CAPS displays are on the scene at many professional conferences and conventions. We are always anxious to spread the word by supplying materials, and in some cases sponsoring exhibit booths at meetings and get-togethers of anyone interested in counseling and personnel services information. Here are some of the recent exhibits of materials from the Counseling and Personnel Services Information Center:

- The 1970 Convention of the American Personnel and Guidance Association in New Orleans, March 22-26, 1970.
- The Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers in New Orleans, April 20-24, 1970.
- The convention of the American Educational Research Association in Minneapolis, March 2-6, 1970. (Part of a booth featuring nine of the ERIC clearinghouses.)
- The 1970 Conference of the National Association for Foreign Student Affairs in Kansas City, Missouri, April 28 — May 1, 1970.

If you are in charge of arrangements for any group which you feel would be interested in finding out about the ERIC Counseling and Personnel Services Information Center, contact Ralph Banfield at the CAPS Center.

CAPS at NAPW

At the invitation of President Victor D. Starland, CAPS staff member Thomas A. Butts gave a presentation on ERIC/CAPS and its services to the Sixteenth Annual Conference of the National Association of Personnel Workers (NAPW). The theme for the Conference, held in February of this year (see "Did you see ERIC/CAPS at . . ."), was "The Black Personnel Worker: His Role in the Seventies".

The NAPW was founded at Howard University in Washington, D. C. "to foster a spirit of unity and cooperation among personnel workers in predominantly black universities, colleges, and other educational institutions". It functions as a professional agency to collect and share information, and promote scientific study among its members. The membership also works to encourage young people to enter the field of guidance and personnel work.

Have YOU

Ordered IPSI ?

See page 17

CENTRAL ERIC AT DETROIT ALA

The new Central ERIC convention exhibit was displayed for the first time at the American Library Association (ALA) Convention in Detroit, Michigan's Cobo Hall, June 28 to July 2. Members of the CAPS staff were on hand to man the exhibit.

The Convention was also the occasion of a series of ERIC workshops designed to acquaint librarians with ERIC products and their use. Attendance at the sessions was limited in order to provide an opportunity for librarians to use the ERIC Thesaurus and to perform an actual search of the ERIC files.

The ERIC/CAPS booth at the 1970 APGA Convention in New Orleans provided a place to look through ERIC and CAPS materials, as well as to meet the staff and exchange ideas. Shown here are: (l. to r.) Ralph Banfield and Tom Butts of the ERIC/CAPS staff; Arlene Munger; David Noordam, and Mona Walz.

CAPS Staff Conducts APGA Training Session

CAPS was pleased to have the opportunity to conduct one of the four APGA Research Training Sessions held during the week prior to the 1970 APGA Convention in New Orleans. These workshops were made possible through a grant from the Research Training Branch, National Center for Educational Research and Development, U. S. Office of Education.

The specific session conducted by CAPS was entitled, "Utilizing Research to Improve Counseling Programs". The emphasis of the workshop was on helping participants translate counseling and guidance concerns into researchable statements, develop designs for gathering information relevant to their stated research problems, and devise strategies for implementing program changes based on research information. Participants gained skills in using the ERIC national information system and in developing designs for collecting information from their own schools to help in program development.

About thirty participants attended the workshop. They came from varied backgrounds including high school, junior college, college, and counselor education settings. The design of the workshop included varied experiences such as large group sessions, small group interaction and personal consultation with other participants and staff. Staff for the workshop included: Garry R. Walz, Director of ERIC/CAPS; Ronald Lippitt, University of Michigan; and Donald Blocher, University of Minnesota as major presenters. Also included on the staff were Juliet Miller, Ralph Banfield, and Don K. Harrison of the ERIC/CAPS staff, and John Hechlik, Jean Furniss and Marlene Pringle from the University of Michigan.

180 APGA Members Attend CAPS Workshop

For the second year, ERIC/CAPS staff led a workshop on the afternoon prior to the start of the APGA convention. This year approximately 180 people attended a workshop on "Guidance and Student Services for the Culturally Different."

The workshop was designed to help the participants become familiar with current research describing the culturally different. During a three-hour period on Sunday afternoon, March 22, the workshop participants worked together to initiate their thinking about new counseling procedures.

The areas dealt with were: 1) retraining the culturally different for work adjustment; 2) training counselors to work with the culturally different; 3) vocational guidance programs for the culturally different; 4) college student personnel programs for the culturally different; and 5) junior college student personnel programs for the culturally different.

Did you see ERIC/CAPS at-

DATE	PLACE	REPRESENTATIVE
October 5 to 7, 1969	Council of North Central Junior Colleges Casper, Wyoming	Ralph Banfield
October 6 to 10, 1969	Council of Student Personnel Associations in Higher Education (COSPA) Chicago, Illinois	Tom Butts
October 8 to 10, 1969	National Association of College Administrations Counselors (NACAC) Chicago, Illinois	Tom Butts
October 14, 15, 1969	Research Conference on the Community College Jointly sponsored by University of California Center for Research and Development in Higher Education and the American Association of Junior Colleges (AAJC) Berkeley, California	Garry Walz Ralph Banfield
October 20 to 23, 1969	National Vocational-Technical Teacher Education Seminar Miami, Florida	Don Harrison
October 27 to 30, 1969	Systems Development Corporation Seminar The Educational Information Center Minneapolis, Minnesota	Ralph Banfield
November 1 to 4, 1969	National Orientation Directors (NODC) Salt Lake City, Utah	Tom Butts
November 3, 4, 1969	Joint Conference Michigan and Indiana Association of Collegiate Registers and Admissions Officers (IACRAO-MACRAO)	Ralph Banfield
November 13, 14, 1969	National Association for Counselor Education and Supervision (NACES)	Garry Walz Juliet Miller Ed Dworkin
November 17, 18, 1969	Michigan Personnel and Guidance Association Detroit, Michigan	Garry Walz Ralph Banfield Don Harrison Tom Butts
February 15 to 18, 1970	Sixteenth Annual Conference of the National Association of Personnel Workers (NAPW) Tallahassee, Florida	Tom Butts
February 22 to 24, 1970	Midwest Regional Conference on "Governance and Student Behavior" Co-sponsored by CAPS and the National Association of Student Personnel Administrators (NASPA)	Ralph Banfield Tom Butts Garry Walz
February 24, 25, 1970	University of Michigan Community College Follow-Up Conference Ann Arbor, Michigan	Ralph Banfield Tom Butts Garry Walz
March 2 to 7, 1970	American Educational Research Association (AERA) Minneapolis, Minnesota	Garry Walz
March 2 to 7, 1970	American Association of Junior Colleges (AAJC) Honolulu, Hawaii	Ralph Banfield
March 14 to 18, 1970	American College Personnel Association (ACPA) St. Louis, Missouri	Tom Butts
March 22 to 26, 1970	American Personnel and Guidance Association (APGA) New Orleans, Louisiana	Garry Walz Ralph Banfield Tom Butts Don Harrison Juliet Miller
April 9 to 12, 1970	National Association of Women Deans and Counselors (NAWDC) Los Angeles, California	Juliet Miller

GPO 818-400-2

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To order any of the documents listed in CAPS CAPSULE with an ED number, the following information must be furnished:

The ED number of the desired document

The type of reproduction desired - hard copy (HC) or microfiche (MF)

The number of copies being ordered

Payments must accompany orders totaling less than $5. Add handling charge of 50 cents for each order. Residents of states which have sales tax laws must include payment of the appropriate tax or include a tax exempt certificate. Send order to:

ERIC Document Reproduction Service (EDRS)
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

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